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ABSTRACT

Among the many demands made on secondary schools, none is more important than that of civic education. It has been said that "the wholesome development of the secondary school student cannot be considered aside from the school's obligation to train for American democracy." The American school exists to support the individual and the American way of life. That is why the National Association of Student Councils published this booklet, the eighth in the New Directions for Student Councils series. The editors believe that the booklet is a useful compilation of noteworthy civic activities in selected secondary schools. Topics under consideration in the text include: (1) the importance of the activities program, (2) encouraging service, (3) promoting human relations, (4) fostering international understanding, and (5) contributing to intellectual development. (Author/PC)

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Student Activities for Civic Education

DONALD W. ROBINSON

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Student Activities for Civic Education

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Foreword

AMONG THE MANY DEMANDS made upon secondary schools, none is more important than that of civic education. It has been said that "The wholesome development of the secondary school student cannot be considered aside from the school's obligation to train for American democracy." The American school exists to support the individual and the American way of life.

That is why the National Association of Student Councils is publishing this booklet, the eighth in the New Directions for Student Councils series. We believe that it is a useful compilation of noteworthy civic activities in selected secondary schools.

Author Donald Robinson's investigation of school practices in civic education was done as part of a study sponsored by the National Council for the Social Studies under a grant from the Danforth Foundation.

We wish to express our special thanks to Mr. Robinson; to Gerald M. Van Pool, who, as NASSP Director of Student Activities, oversees the entire New Directions series; and to Richard P. Harland, who edited the manuscript and saw it through to publication.

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Secretary
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Student Activities for Civic Education

The Importance of the Activities Program

IN A SMALL TOWN in *Oregon*, students assemble early in the morning for the long bus ride to the state capital, where they participate in a day-long discussion of international problems with professors from the state university and students from a dozen other schools.

In a *Missouri* high school, hundreds of students work after school preparing lapel buttons which they later distribute at downtown street corners urging all citizens to participate in the school bond vote.

In an *Illinois* school, dozens of students go week after week to the state hospital to brighten the lives of patients by conversing with them, reading to them, and playing games with them.

In a *Philadelphia* suburb, students take their sleeping bags on weekend camping trips to the heart of the city, where they work with disadvantaged citizens, helping them to paint up, clean up, and repair their dwellings.

In a large city high school in the *South*, a corporal in the voluntary student military corps directs a crisp command at a private, standing rigidly at attention. The private is white; the corporal is not.

In a *Florida* city, students from the drama group perform regularly for patients at a nearby veterans' hospital.

One evening every week students in an *Indiana* high school go back to school voluntarily to learn, in meetings of their Economics Club, about the operation of the complex corporate system.

In a *California* high school, over a hundred students and parents assemble for an authentic Russian dinner, prepared by the students and followed by Russian entertainment, also provided by the students, members of the Russian Club.

In a single high school in the state of *Washington*, over one hundred students carry on pen-pal correspondence with Japanese students in their "sister city" in Japan.

In high schools in all of the fifty states, student activities like these are becoming more of a commonplace than a rarity. Activities representing the normal human activities and interrelationships conducive to effective citizenship are more the rule than the exception. Their prevalence represents a conspicuous change in school activities programs, especially during the past decade.

For at least a generation, the activities program has been recognized as an essential part of the American high school program. While some activities—notably the debating club, the drama group, and the glee club—have been a part of the school for a much longer time, these activities typically provided opportunities for only a small talented fraction of the student body. The activities program referred to in this booklet will be the broad program that has become widely adopted since World War II. It includes widely varied activities and enlists over half of the students. The program refers to all school activities other than those offered in regular classes for academic credit. It includes the athletic program, the student council, the club program, and all of the voluntary student groups, dramatic, forensic, musical, artistic, political, literary, academic, and journalistic, as well as service groups, human relations clubs, and others. Where it is successful, participation approaches 100 percent.

Definitions: Civic Education and Effective Citizenship

Analyzing these activities in relation to civic education requires some attempt to define that elusive term. Civic education is any activity that contributes to good citizenship. And good

citizenship is the behavior of citizens trained in knowing, thinking, caring, and doing for the benefit of others as well as themselves. The knowing, thinking, caring, and doing of some citizens is concentrated on the local scene Other citizens are more concerned with national affairs; still others with international problems. This does not make them better citizens; only citizens with different interests. In our complex twentieth century world it is impossible for every citizen to remain thoroughly informed on all significant issues in local, state, national, and world affairs. While it is important for students to avoid a sense of failure or guilt when they realize that they cannot be completely informed citizens, it is equally important for them to have the experience and to develop the skills that will permit them to participate effectively in *some* significant social or governmental effort.

While the school cannot hope to make completely informed citizens of every student or to make productive scholars of all, it cannot ignore either its academic or its citizenship education role. Helping students to become knowing, thinking, caring, and doing persons contributes to the fulfillment of both roles.

Knowing, Thinking, Caring, and Doing

Knowing can mean knowing the constitutional provisions for qualification of candidates for the state legislature or knowing that Joe Lambretti possesses the qualities to make a good student council president. *Thinking* might include carefully analyzing the conflicting claims of rival candidates for mayor or applying to oneself and one's daily living the lessons learned by observing public officials. *Caring* may mean caring so much about the good name of the school that one goes out of his way to encourage others to be neater and more orderly or it may mean caring so much about equal treatment of all students that one makes a point of inviting friendless members of a minority group to join an after-school club. *Doing* is a dozen kinds of doing for a dozen kinds of students. It is putting up posters or collecting donations for worthy causes; it is tutoring students who need additional help; it is making speeches in behalf of competent candidates for school offices; it is befriending new-

comers to the school; it is ushering at school affairs; it is explaining school activities fully and fairly when asked about them outside of school; it is helping student councils to perform their duties; it is speaking up at appropriate times to express one's honest convictions about current problems and suggesting possible solutions; it is obeying distasteful regulations even while working for their modification or repeal.

This booklet is concerned with the kinds of knowing, thinking, caring, and doing that can be cultivated in schools and seem likely to lead to appropriate civic action.

Identifying the Good Citizen

Lists of civic virtues abound. One list deserves mention because it attempts to distinguish behavioral goals appropriate for ages nine, thirteen, seventeen, and thirty, as well as specific behaviors that can be observed to evaluate the degree of achievement of each objective. For each of the four age levels nine tentative objectives are listed.[1] The list for the age seventeen level suggests that those in this age group should do the following:

I. Show concern for the welfare and dignity of others. They respect the worth and individuality of all persons regardless of religion, beliefs, race, or other social or personal characteristics. They weigh the effects of their own actions on the health and welfare of others. They seek to better the living conditions of less fortunate people, including people who are denied equal social opportunity. They help other individuals in need. They are loyal to country, mankind, and to other groups whose values they share.

II. Support constitutional rights and liberties of all individuals. They recognize when constitutional rights are being properly exercised or denied and defend those rights, regardless of the victim's unpopularity. They understand the values of our traditional freedoms and due process of law.

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[1] Daryl G. Nichols and Vincent N. Campbell (project directors), "Preliminary Report on Methods for Assessing the Achievement of Citizenship Objectives." Palo Alto: American Institutes for Research (working paper).

III. Help maintain law and order. They understand the need for law and try to keep informed of the law. They comply with the law and school regulations, or when they think a rule unjust, they oppose it by lawful democratic means. Their own behavior is ethical, and they encourage ethical behavior in others.

IV. Know the main structure and functions of our governments. They understand the reasons for having government and the constitutional source and limitation of our governments. They know the main powers of each branch of government, and the relations among levels in our federal system. They value political opposition and see the need for having a variety of interest groups. They recognize the importance of citizen participation in government and the many ways in which a citizen can influence public policy.

V. Seek school and community improvement through active democratic participation. They believe that each person's civic behavior is important and that each should do his part to help solve society's problems. They take an active part in groups which seek to better the school or community. They help achieve group goals by cooperating with other group members, and they support democratic procedures in group meetings.

VI. Understand problems of international relations. They seek world peace but are aware of the many causes of international conflict and of dangers to national security. They favor constructive efforts to increase understanding and accommodation among conflicting nations.

VII. Support rationality in communication, thought, and action on school and community problems. They seek out and critically interpret information of civic importance. They try to understand and weigh the merits of alternative viewpoints and actions. They are effective problem-solvers and planners. They support education and free communication, and communicate their own views clearly and honestly.

VIII. Take responsibility for their own personal development and excellence. They make maximum use of opportunities to further their own education and prepare for adult roles. They show initiative and diligence, and fulfill voluntary commitments.

IX. Help and respect their own families. They respect their parents' wishes and the views of all family members. They aid the civic development of younger siblings and help with home duties. They discuss and relate peer group influences to family values.

Perhaps not even the comprehensive high school can be all things to all people, but clearly it must be many things to many people. While the American high school has a responsibility to

promote the intellectual capacities of its students, it has also an unmistakable responsibility to contribute to the physical, social, aesthetic, and civic excellence of tomorrow's citizens.

Traditionally the intellectual advancement of students was the major concern, if not the sole objective, of classroom instruction, while cultivation of the physical, social, aesthetic, and civic qualities was consigned to after-school or "extracurricular" activities. The separation between classwork and extra-class activities is no longer as distinct as it once was, just as it is no longer possible to distinguish clearly between work and play. Are the values derived at ten in the morning from the history class quite different from those received at four in the afternoon from the history club? Are the benefits of the physical education class in school hours more deserving of credit than the benefits of team participation after school hours? Is the civic education received in government classes more useful than the political education obtained by participation in student council elections?

In-class and out-of-class activities have become intermingled; together they can provide a wide range of experiences useful for future voting citizens. These activities will include academic and non-academic experiences and individual study and group participation. There will be both *disciplined* activities to develop efficiency, self-control, and acceptance of authority, and *free* activities to develop initiative, imagination, and creativity.

Organized activities are valued highly in most high schools. While they do not typically carry academic credit, the student's participation is noted on the permanent records and is a matter of serious interest to college admission officers and to employment officials.

It should also be mentioned that, in addition to the teams, clubs, councils, and committees commonly recognized as school activities, other aspects of the school program contribute to civic education. For instance, when a student sits in the cheering section at a football game, he is in a social situation that helps to mold his citizenship behavior. When he listens to a talk by the principal or a concert by the school chorus, when he sits through a homeroom meeting or a school assembly, he is being

influenced by the activities program, though no mention of it will appear on his permanent record.

Many high schools make significant contributions to the civic education of youngsters by supporting activities sponsored by other agencies. Boy Scout troops are sometimes given the use of school facilities without charge. Local service clubs are encouraged to organize junior groups, such as the Key Clubs sponsored by the Kiwanis. Other groups, like the Junior Achievement companies fostered by the National Association of Manufacturers, are frequently encouraged.

A schoolwide commitment to civic education will produce far greater results than will a series of unrelated activities, splendid though these may be. An example is the Fairmont Heights High School, Prince Georges County, Md. Here, the principal, determined to promote the active participation of all students in many facets of the cultural life of the community, instituted *Operation Awareness* to alert the entire school to the possibilities for creative activity.

All teachers are drawn into *Operation Awareness*, partly by assignment to committees, which include these: Co-Curricula, Scientific, Cultural-Humanities, Recreational, Social-Civic-Governmental, Technical, and Parent Involvement (liaison with P.T.A.). There are also hints and reminders to teachers of ways to spark their own activities. Here is one such reminder list:

Suggested Activities

1. Developing co-curricula activities such as: "Accent on You," "Perspectives for Manhood," junior class charm school, "Living Creatively in Homerooms," parent conferences, assemblies, intramural and extramural athletic activities.

2. Organizing field trips to places of historical significance, places of aesthetic interest, art exhibits, science institutes, laboratories, planetariums, arboretums, museums, hospitals, governmental agencies, buildings of architectural importance, processing plants, libraries of special interest, industrial sites, and business offices.

3. Attending theater parties at local universities and neighborhood theaters, the National and Arena stage, concerts at local universities,

concert halls, churches and other public auditoriums, dance recitals, and lectures.

4. Participation in such projects as programs of scientists and engineers, town meetings and civic association meetings, recreational programs sponsored by community groups or agencies, volunteer service in local health and social welfare agencies and institutions, conferences on the local, state, and national levels, camp programs, nature walks and flower shows, programs geared to career planning, seminars in specialized areas, local, state, and national competitions.

5. Using resources such as consultants from varying fields, performing groups such as chamber ensembles, dance troupes, soloists, and orchestras, officials of local, state, and national governments, personnel of community agencies and institutions.

6. Involving parents in grade-level parent conferences, club groups and other special activities, special P.T.A. discussion programs, P.T.A. scholarship fund drives, P.T.A.-sponsored theater parties.

7. Involving teachers in workshops, seminars, and conferences in specialized areas, volunteer study and discussion groups, professional organizations, travel to places of special interest, participation in special interest activities.

8. Viewing significant films, filmstrips, slides, transparencies, and outstanding television offerings.

9. Listening to good recordings and tapes, special radio programs.

Obviously a booklet this size cannot treat exhaustively the myriad activities by which American high schools contribute to the civic education of their students. Some arbitrary selection must be made, and it seems useful to concentrate on four types of organized activities that are especially appropriate to the civic problems of the present day. These are: activities that encourage service to others; activities that promote the worth of all persons; activities that foster international understanding; and activities that contribute to the intellectual growth of the student.

Other equally valuable activities will not be described in this booklet. Student council work has been discussed in other publications in this series. Athletic, musical, artistic, dramatic, forensic, and other activities desirable for the well-balanced person are peripheral to the central focus of this booklet—civic competence.

Student Activities for Civic Education

Encouraging Service

At the DeWitt Clinton High School in New York City one of the most effective service groups is the Prefects, an agency of the student council dedicated to helping new students to become happily adjusted to the school.

One of the problems at this school results from its immense size, which makes it very easy for the new student to become lost, both physically and psychologically. The sponsor of the Prefects explained, "A freshman comes into the school and looks at the big boys and feels quite helpless. Many times they get a bad start and they have difficulty righting themselves and getting back on the right track. They often do badly and matters go from bad to worse. Some form of guidance is needed; more than could be given by a formal guidance department. We think that association with another boy is the most helpful thing we can provide."

The program started as kind of a big brother program, but it became obvious very early that they could not supply enough boys to maintain a one-to-one relationship. So they assigned one Prefect to each freshman and sophomore homeroom. These boys are carefully chosen. They are boys who have already established themselves as student leaders.

At the beginning of the year the function of the Prefect is to make general statements about the school and various announcements pertinent to the first-year student. But as the sponsor points out, "You can't accomplish all your goals by talking."

The Prefect makes a great effort to befriend individual boys. He tries to find out what kind of help they need. Most every boy does need help at some time, if he will only articulate his problem. When he determines what help the boy needs and wants, he sees to it that the boy is referred to the person who can provide help.

This is the first type of service—helping fellow students within your own school. The Prefects at DeWitt Clinton High School are matched by big brother and big sister plans in many schools across the country.

Tutoring

Another frequently found service to fellow students is tutoring. Able advanced students are recruited to assist the slower students who are having difficulty keeping up with their classwork. In some schools this service is organized by the student council. In some it is supervised by the Future Teachers of America club. Sometimes high school students tutor their own classmates or students a year or two behind them; sometimes they work only with elementary school pupils. Other tutoring programs are for the benefit of incapacitated students at institutions for the deaf, the blind, the crippled, or others unable to attend a regular school. A special value of the tutoring program over most other service programs is the sense of person-to-person responsibility it involves. Each participating student knows that another individual is depending upon him personally for help the following week. This sense of being personally needed is frequently missing in the life of an adolescent.

At DeWitt Junior High School, Ithaca, N.Y., in the school cafeteria at the close of the regular school day and in the homes of students on Saturdays, academically advanced ninth-graders tutor academically deficient seventh-graders, who usually are conspicuous for the economic and cultural poverty of their backgrounds. The program's director believes that the 30 tutors and their 60 pupils have all benefited greatly. He thinks that the most important outcome was that these children from under-

privileged homes were exposed, in a new and meaningful way, to books and ideas and to people who liked books and ideas. He believes that the tutoring experience supplies an intellectual stimulation lacking in the home and impossible to provide in the classroom. It provides the one-to-one relationship with a studious model that the children from culturally deprived families would otherwise not have. He also thinks that the program is at the same time a good moral experience for the tutors.

At Darien, Connecticut, a tutoring program included 12 junior high school girls who were driven weekly by their parents to nearby Norwalk where they tutored a group of young Puerto Rican girls, thus combining the element of service with an intercultural experience. However, the tutors were technically untrained for their task of teaching English to Spanish-speaking children, and there is room for debate as to whether the enthusiasm and goodwill of the tutors could compensate for their lack of training for the job they undertook.

The student council at New Albany, Indiana, has organized a student tutoring service for failing students. It works with the National Honor Society to secure volunteers and with the faculty to screen these volunteers for fitness. The 60 accepted tutors are scheduled to meet as many of the 250 failing students as are interested. At Lincoln High School in Cleveland a similar system operates. Here the student council secures from teachers the names of students needing help and sends these names to the Future Teachers Club, which holds tutorial sessions for an hour before school, with an average attendance of 25 students being helped by seven future teachers.

At the Germantown Friends School in Philadelphia three tutoring programs are in operation. Two afternoons a week students go to a nearby settlement house where they help younger children in regular studies. A second volunteer group works on Saturday mornings at a Baptist Church under the auspices of the Civil Rights Committee. And a third group goes regularly to the neighborhood elementary school to assist in the kindergarten and the lower grades with games and physical education. As a supplement to this, many school athletes organ-

ize teams of elementary school pupils and become very proud and very fond of their young charges.

There appears to be a nearly universal urge to help and teach the young. The present wave of interest in our schools is encouraging students to express this urge in appropriate tutorial service.

Weekend Work Camps

In this Philadelphia area program, students take their sleeping bags and go to a settlement house for the weekend. This program involves 15 students each weekend. About one-third of the students in grades 10 to 12 participate each year. This means that sometime in the course of their high school years, nearly all students experience this weekend work camp at least once. They spend one full day working in a home of an underprivileged family in some part of Philadelphia, cleaning, painting, repairing, doing something to improve the physical quality of the living in that environment. They attend a magistrate court and they attend a community church in the neighborhood. The program is operated by the Community Council. A welfare worker employed by the city school system helps to identify homes to be visited.

When one boy discovered that he was working with a family that was living in a condemned housing unit he became curious as to why they were permitted to continue to live there. The boy's father, who was a lawyer, encouraged his interest, and the boy's inquiries finally led to his being called to testify in a court hearing in this case.

Two students who had just returned from a weekend work camp cited the major value as helping them to learn how the other half lives and helping them to understand people whose background was very different from their own. When students go into a home to clean or work, they are expected to have the tenants work with them. When the tenants are reluctant, the students are expected to talk with them and encourage them to participate in the work. One pair of students admittedly worked by themselves without the assistance of the tenants because it

seemed more efficient and they could get more work done that way, but only because the tenants were old and semi-incapacitated. These boys did not claim that getting the room painted was the major goal. The real value is in getting to know the tenant. The goal of the program, then, might be said to be the narrowing of the gap between the privileged and underprivileged.

A Citizenship Committee

At Pine Bluff, Arkansas, an interesting variation on student participation is the student Citizenship Committee, now a self-perpetuating group, supplementing the regular student council.

The Citizenship Committee, after five years of operation, remains an experiment to attain greater student involvement than the usual formal programs had achieved. The principal appointed the forty student members of the initial committee, which started with no patterns for procedure and no specified objectives other than the intangible goal of improving citizenship.

Beginning in September, 1961, these 40 students, with their counselor-sponsor, met regularly one period each day in open discussion sessions. One of the members later described these sessions as being "frustrating but enthusiastic" and said, ". . . at first, the whole attempt was so intangible that we met each morning with no specified work—just to talk. No one really knew what we were doing or how or where we were going . . . Then, pretty soon, things began to take shape."

The first two or three weeks were spent in defining the traits of good citizenship and desirable values and attitudes. Every student was encouraged to express ideas and thoughts, and discussions were sometimes quite frank and often controversial. Next, they identified "problem" areas and selected the five they considered most important. It was interesting to note that these were closely related to, in fact almost identical with, the ones identified by the staff. The 40 students then formed smaller committees, each committee working on one of the five areas and reporting to the entire group one day each week. They

elected a general chairman whose function it was to coordinate the work of the smaller committees and to conduct the full group discussions.

Each small committee initiated projects to improve the area on which it was working. In doing so, students learned about human relations, and gained an understanding of problems from the viewpoints of administrators, teachers, and other students. For instance, one of the projects considered most successful was an attempt to promote school spirit and sportsmanship. Students recognized that behavior at ball games was poor, and after consideration, they worked out a plan of procedure. They had observed that much of the undesirable behavior was coming from grade school and junior high school students and from adults, too. They first made tags which said, "I'm a booster—Not a Boo-er," and pinned one on each spectator as he came through the gate. They contacted the coaches, football players, cheerleaders, and grade school principals, and arranged for the football players and cheerleaders to visit school assemblies and talk about citizenship and sportsmanship. The improvement in attitudes was very noticeable.

Community Councils

In a section of Philadelphia known as Germantown the service concept is so strong that a Community Council, comprised of representatives of nine public and private schools, plans community service projects that no one school could easily manage alone. The Council was organized in 1942 to plan wartime projects, and has grown and prospered ever since. It is now firmly established, with a faculty adviser from each of the nine schools. In addition to planning the weekend work camps described above, this council arranges visits of students to United Campaign Agencies and visitations of public school students to private schools and vice versa. Everything possible is done to give students a knowledge of the *total* community with a view to enlarging the areas of understanding for students and encouraging them to lead lives of service.

In other communities where cooperative planning among schools is not as appropriate, service projects are planned in cooperation with welfare agencies, the YMCA, or other groups.

Mental Health Work

Another type of student activity devoted to the service of others is represented by the Mental Health Organization (MHO) at West Leyden High School, Illinois. In this voluntary club, students learn compassion by service to the mentally ill in a state hospital.

After a brief orientation these volunteer students come regularly to the wards to visit with the patients. They talk, play chess, play cards; they dance or present skits; they serve coffee and cookies. Primarily they bring life and cheer to humans who need it.

When teachers say that youngsters learn more in the MHO than in hours of classroom work they mean that students learn their own capacities for humanity by bringing happiness to shattered fellow humans. They learn about the problems of the mentally ill and they learn to be tolerant and understanding.

Even youngsters who are slightly unstable or disturbed themselves profit by the experience. Some gain in assurance through the experience of helping others less fortunate than themselves, while others grow more willing to seek help for themselves as they learn that giving and getting this kind of help is possible.

One adviser sees the great value of this program as a counteraction to the tendency to postpone adulthood. He feels that it thrusts youngsters into the reality of life at a time when they are looking for a purpose.

The school and hospital administrators have the highest praise for this program that brings students into an elemental relationship with other humans, demands a free and giving expression of self in this relationship, and later encourages a thoughtful expression of the experience in retrospect.

This MHO, like many other high school service groups, sometimes had difficulty recruiting boys not only because so many

boys consider this kind of activity unmasculine, but also because they have already committed their time and interest to athletics and other activities.

A lively difference of opinion exists as to whether the Mental Health clubs should remain informal service groups helping the individual student to grow by sharing part of his life with hospital patients or whether they should become more formally structured clubs, providing organized instruction in the mental health field.

Some Varied Service Activities

Many valuable service activities do not involve permanent student organizations, but are performed spontaneously to meet an unexpected situation, or are handled by committees, often appointed by the student council. The collection of gifts or money for distribution to the underprivileged is sometimes managed by student committees, sometimes directly by the student council.

The subtleties of the soft-sell have been so perfected that it is most difficult to be sure when a successful collection campaign has been relatively free of pressures to conform by contributing. Nevertheless, it appears that the Share Program at Miami Beach (Fla.) High School is as free of the impersonal "collection" and as full of the spirit of compassion as any large-scale campaign is likely to be.

Students say of Share, "It's a great program because the students have the feeling that they are doing something worthwhile for the community," and "It gives the community a favorable picture of the school. The students like it very much."

The Share Program is an annual effort to have students share their material well-being at Christmas time with the needy. One cannot say "share Christmas," though it is certainly a sharing of the Christmas spirit, since the overwhelming majority of these students are of the Jewish faith. This constitutes a special human element of the program, the giving by people of one faith to bring cheer at the spiritual season to people of another faith.

The annual money collection for Share, conducted in the

homerooms, produces more than $5,000. Student council members purchase toys from a wholesale house in the amount of $4,000 and establish a school store from which the homerooms purchase toys for their contribution. Some funds are saved by the homerooms for the purchase of food.

The campaign is climaxed by a ceremonial program in which each homeroom brings its toys to the stage of the Municipal Auditorium. The art and music departments cooperate in making this an impressive occasion to lend dignity and importance to the season and the gift.

The same school demonstrates its concern for promoting the spirit of service and interpersonal action in a dozen other programs, including: Operation Amigo, in which students from South America visit and stay with families in the community; Operation Gateway, which offers miscellaneous social services to exchange students on their way to or from their home school during their stopover in Miami; American Field Service, receiving exchange students from other countries; hosting the Sunshine State Tennis Championships, in which 40 countries are represented; and Books for Freedom, which in 1965 collected and sent to South America 40,000 books.

Collection drives for money, food, books, or clothes for the needy in the local community, for flood victims, war victims, Asians, and Africans are so numerous, and for the most part so similar, that no substantial purpose would be served in describing or enumerating them. Obviously the value of these drives to the students involved must depend upon the sensitivity with which they are handled.

A ninth-grade geography class in the Middlesex Junior High School, Darien, Connecticut collected clothes for the needy in Appalachia. This project had the virtue of involving students in a variety of supplementary activities: tape-recorded appeals to other groups; planning an assembly at which a priest aroused the enthusiastic support of the whole student body for the collection drive; packing the 2,900 pounds of clothing collected into 32 cases for shipment. The principal of the school said, "The greatest value was in helping the students to understand

that there is another part of the world—many different worlds—many ways of living. The students were exposed to a real problem and assumed responsibility for making a contribution."

The Welfare Drive at Mather Junior High School in Darien, Connecticut, is organized with parental cooperation. Students pledge a certain number of hours of work for the drive. The school sends letters to the parents explaining the drive and recommending that on a stated Saturday designated as Junior Work Day, youngsters be paid for performing additional chores, the pay being earmarked for contribution to the Welfare Drive. As part of the preparation for this drive all eighth-grade students compete to produce the most convincing themes related to the Welfare Drive.

One of many "special" drives was conducted by the De La Salle High School in New Orleans to provide 25 cases of soap to be sent to Vietnam. This was in response to a plea from an alumnus stationed in that war-ravaged land for donations of soap to alleviate the boils, infections, and abscesses that plague the children there.

A noteworthy example of student collections is the United Fund Drive in Kansas City, where for the last several years one of the leading contributors has been the Lincoln High School, located in a culturally deprived and economically depressed area. Here the principal and the director of the Fund Drive are determined that students living in a neighborhood accustomed to receiving charity must learn from the beginning the importance of carrying their share of the load whenever possible.

A wide variety of other service clubs under a multitude of names offer opportunities for service without compensation to the unfortunate and underprivileged. The Key Club at the DeWitt Clinton High School can serve to represent these clubs, providing a reminder that boys, too, become involved in altruistic projects. This Key Club (Junior Kiwanis) concentrates on providing equipment for a nearby veterans' hospital, to which it has already donated a color television set, a pool table, and an electrocardiograph machine. The students have also provided the funds for two Seeing Eye dogs for the Sight Founda-

tion, substantial amounts of clothing for the Save the Children Federation, and book collections for shipment overseas. Probably more important to the future citizenship of these boys than the money they contributed to these drives has been the hours they have spent reading to blind patients in the veterans' hospital.

Student Activities for Civic Education

Promoting Human Relations

THROUGHOUT THE NATION Human Relations Clubs are being formed because students and teachers alike recognize the necessity for learning how to see other persons as human beings instead of as stereotyped samples of groups—occupational, racial, religious, economic, or social. School leaders are aware that students are daily confronted with the divisive features of our society, which increasingly segregate people on the basis of specialized traits or talents at great hazard to the opportunity to learn a basic humanity. They sense the importance of supplementing the group loyalties that young people learn—loyalty to family, club, team, class, school, and nation—with loyalty to mankind. The importance of a fundamental sense of humanity is so obvious that it is frequently taken for granted, and becomes lost beneath the special group loyalties, which, when they become intense, sometimes contradict the concept of humanity.

In Detroit the school administration has gone to great lengths to foster the establishment of Human Relations Clubs, and has published guidelines to assist interested teachers.

This excerpt from the guidelines explains something of the approach used in this city:

"The challenge to a teacher who wishes to sponsor a student human relations club in 1965 . . .

IS NOT
recruiting student members—(There are many young people in all Detroit schools eager to participate.)

obtaining speakers—(The Detroit community has many excellent resources. So many individuals are interested in promoting good human relations today that there is no difficulty in finding a qualified and stimulating speaker who will donate his time and talents.) You will find many suggestions in this bulletin.

finding materials—(The library shelves are loaded with new and exciting books. Pamphlets are free or low-cost. Records, films, filmstrips, and tape recordings can be borrowed from the public library, from school sources, and from intergroup agencies.) Consult this bulletin for specifics.

securing administrative approval—(Human relations clubs are an approved activity for Detroit schools.)

The real challenge is different. It has to do with people—with young people, with the kind of young people who are alert, idealistic, and eager to solve the problems of intergroup relations found in our society. The challenge to a teacher who wishes to sponsor a human relations club

IS

knowing how to guide and direct the enthusiasm, energy, and interest of the students who will become club members.

discovering how to let young people learn the things they want to learn while providing safeguards against going off in all directions.

helping students plan their own activities, but keeping these within the framework of education.

giving children a chance to 'do something,' but making sure that what they do is positive and related to their age and capabilities.

permitting students to express their feelings, but helping them examine these feelings in realistic terms.

The success of the human relations club depends on you!"

Further useful suggestions for the organization and operation of human relations clubs may be gleaned from the Detroit guidelines:

Remember that the *human relations club* is 'a group devoted to understanding the complex intergroup problems of our society

and to developing skills and attitudes necessary for solving those problems.'

Listed below are examples of the kinds of topics which are of interest to a human relations club. It might be wise to find out first which topics are of most concern to club members, then plan activities which will answer their questions. This list, of course, is not meant to limit the areas of club interest. Student members and teacher sponsors will undoubtedly want to add to it.

1. People who talk about intergroup relations use some mighty big words—stereotype, prejudice, bigotry, scape-goating, discrimination, tension, conflict. What do they mean?

2. Some people seem to feel that the civil rights movement is something new. Is it? How is today's struggle for freedom and equality different from or similar to other events in America's past?

3. A lot of history books forget to mention people like Crispus Attucks, Benjamin Banneker, Phyllis Wheatley, Nat Turner, Sojourner Truth, and Harriet Tubman. Who were these people? What did they do? In what ways have these and other Negroes contributed to the building of our nation?

4. Newspapers and magazines today are full of references to discrimination against Negroes. In spite of this discrimination, many Negroes have achieved status and success. Who are some of the outstanding American Negroes living today? Who are some of the Negro citizens of our own community who are contributing their talents to society?

5. Some people have some rather silly ideas about Negroes, Jews, and other minority groups. What are the popular myths? How did they grow? Who started them? Who tells them? Why?

6. We hear a lot about "good citizenship." What does it really mean? How is a good citizen in a democracy different from a good citizen under a totalitarian form of government?

7. We read the newspapers and see a lot about "direct action" and "protest" movements. What is it all about? Why do minority groups feel they have to "protest?" And just what is meant by this "non-violence" we hear about?

8. Speaking of newspapers—do you read only the headlines?

9. Rumors, rumors, rumors . . . how do they grow?

10. But everyone says that if Negroes move into the neighborhood, property values will go down. Is this true?

The Detroit guidelines continue, explaining the three D's of

the human relations club's purpose—*Discovery*, *Discussion*, and *Dissemination*.

> Of course members will want to *discover* for themselves some of the answers to the questions posed in the previous section. Activities to help them do this will be those which involve research and other means of gathering information.
>
> But just getting information is not enough. Members will want to clarify their thinking and test their impressions, their attitudes, and their feelings through many opportunities to *discuss* the issues involved in a selected topic with their peer group, with their teacher sponsor, and with any resource person who meets with the club. . . .
>
> And it seems too bad to have all this information limited to club members only. The club members can plan for a variety of activities to help the entire student body develop better human relations attitudes. It may be advisable to co-sponsor certain school-wide activities with another group, although certain specific programs can be planned by the human relations club and made available to other interested students as a means of *disseminating* information to a large group of students.

Club activities should be varied and should, if possible, be geared to the interests of most of the club members. If there seems to be diversity of interest, perhaps the group work approach might be best. You will find in this section a brief outline of plans for using the group work technique. It may present some ideas that can be adapted for a club's program.

You will also find a suggested list of activities for human relations clubs. These are not guidelines for the club's program, but suggestions for activities which seem appropriate to the goals of a human relations club. Each club, of course, will want to decide which activities can best meet the goals it has set for itself. Cooperative planning between the sponsor and the student members is essential. Students will have many ideas of their own—and so will sponsors!

Remember to secure parental permission for activities which take place outside of the school building.

The guidelines then suggest 24 activities for the human relations clubs.

1. Make an in-depth sociological study of their own school-community for the purpose of understanding the kind of people who

live there—and the forces which help to shape a good community: population (composition, size, changes, etc.); housing; churches; recreational facilities; schools; labor; business; newspaper, radio, and TV, etc.

2. Plan and organize a series of forums relating to the problems and concerns of the community which are of special interest to this age group. Such themes could be utilized as: the school dropout, contributions of minority groups to our way of life, Negro-white relations in our city, how to become a leader, what can *I* do to make this a better school and/or community, problems of youth, religions of our community.

3. Plan an "international Detroit" music show which would include samples of music enjoyed by various Detroit ethnic groups—Negro, Greek, Chinese, Jewish, Irish, etc.

4. Plan, edit, and mimeo a human relations bulletin for the school.

5. Adopt an elementary school which is in need of volunteer workers—to assist after school hours or on Saturdays with classwork, trips, entertainment, "big brother" relationships, etc.

6. Plan a comparative religion project. This could include the study of various theologies, visits to churches and synagogues, invitations to clergymen to speak to the club.

7. Plan a mock session of the City Council, State Legislature, U.S. Congress, or U.N. Assembly.

8. Organize a rumor clinic. There are many ways of doing this, but the general format remains the same. A story is told by one person to another who repeats it to another who passes it on to another until it has been told five or six times. The audience analyzes the changes made as the story is repeated.

9. Develop a human relations shelf in the school library.

10. Arrange for joint meetings with the human relations clubs of other schools. Let other clubs know when you have a good program arranged and invite them to attend. Share outstanding speakers with other clubs.

11. Orientation program for all students and staff members new to the school.

12. Analyze a series of books of current interest in the areas of problems of youth, outstanding leaders of minority groups, interracial understanding, civil rights, segregation of urban communities.

13. Organize a brotherhood "jam session," using such records as "Sammy Davis Sings Black and White," "You've Got To Be Carefully Taught" (from *South Pacific*), "Getting To Know You" (from *The King and I*), etc.

14. An occupational survey of our community—job needs, opportunities, training, and future.

15. A project to become acquainted with community groups which work actively in the areas of good intergroup relations—such as: NAACP, Commission on Community Relations, Jewish Community Council, Detroit Round Table, Archbishop's Committee on Human Relations, Detroit Urban League, Intercultural Relations Department of Detroit Public Schools, Anti-Defamation League, Michigan Civil Rights Commission, your neighborhood human relations council.

16. Develop creative writing projects—monologues, skits, stories, articles, poetry, radio and TV scripts—which relate to the area of intergroup interaction.

17. Plan the production of audio-visual materials which may be used to influence intergroup attitudes and actions—slides, filmstrips, tapes, records, films, sketches, etc.

18. Plan career clinics for students in the school which include representatives from minority groups.

19. Become acquainted with the variety of community groups currently involved in the struggle for civil rights—C.O.R.E, S.N.C.C., G.O.A.L., W.C.O., etc.

20. Make a study of the contributions of Negroes and other minority groups to the American society. Be prepared to share your information with your fellow students.

21. Make a study of the folk culture of a variety of racial and ethnic groups—include art, music, the dance, literature, etc.

22. Make a study of the emerging nations of Africa and the culture of these regions.

23. Plan for a tour of several related places or a more intensive visit to one place that will increase understanding. See the section titled "Where Can We Go for Help?" for specific ideas.

24. Maintain a current events bulletin board or magazine table where articles and clippings on current social issues can be placed for reading and discussion at club meetings.

Rumor Clinic

The rumor clinic suggested in the list of activities (# 8) has been used with many variations. At DeWitt Clinton High School (NYC) it was done this way:

In a school assembly program a slide picture was projected on the screen depicting different nationalities and races. One student was placed on the stage with his back to the picture.

At a given signal he turned and viewed the picture for exactly five seconds. Then he was asked to describe briefly what he had seen to one of six boys who had not been permitted to view the picture. Each of the six in turn passed the description along orally to the next one. By the time the last of the six described the scene the inaccuracies and discrepancies that had crept in were quite apparent, and the final description obviously inaccurate and misleading. Part of the distortion resulted from the unconscious introduction of false stereotypes by the narrators.

With this as a starter the Human Relations Assembly proceeded with student presentations on such topics as the Causes of Prejudice and Stereotyped Attitudes. The program was presented as one of many projects of DeWitt Clinton's Human Relations Club. Other activities include an annual toy drive for the benefit of a local hospital and the Kennedy Foundling Home; a collection drive for books to be distributed through CORE to underprivileged children in Mississippi; and participation in the Panel of Americans, which goes from school to school to familiarize students with the problems resulting from prejudice and discrimination.

Interschool Seminar

In Rochester, New York, students began to learn the meaning of equality through a series of exchange meetings of students from different schools in this city, one of many where racial imbalance persists.

James Madison High School, located on the south side of Rochester, had 801 non-white students who constituted 50.2 percent of the school's population; John Marshall High School, located on the north side of the city, had only one non-white student. Charlotte High School, also located on the north side of the city, had no non-white students.

The first of the series of interschool seminars was naturally the most difficult. When the Marshall contingent arrived at Madison at noon, it was ushered to the School-Work Program's dining-room-and-kitchen area. To ensure the desired impromptu

socializing, students drew numbers assigning them to their luncheon seats.

With much of their reserve broken by conversation during lunch, the delegates assembled for the conference. A telegram read to the group from New York's Senator Jacob Javits noted, "It is our nation's young people who can contribute meaning and action to make true justice and equality a reality for all." Senator Kenneth Keating, who is a native Rochesterian, wired, "Every step we take to carry out the Constitutional demands of equal justice brings us closer to the goal of a more perfect union."

In a brief keynote address, the speaker reminded participating youngsters that many American ideals of democracy came from the frontier, where every individual was judged solely on his merits as a person. The students were likewise urged to judge ideas presented at this conference solely on their merit rather than by whom they were offered. Also, a quotation used by President Kennedy was cited: "A journey of a thousand miles begins with but a single step." It was hoped that this first "Trans-Urban Conference" would be the start of such a journey-to-understanding among the students of Rochester's high schools.

There were two discussion groups. Thirty-eight students carried on a two-hour analysis of civil rights, while 27 others deliberated on what constitutes an ideal form of government. Both panels reflected serious, incisive thinking. Courtesy, tact, and willingness to consider one another's views were outstanding features.

During the civil rights discussion, a Madison student put her finger on the heart of the subject by saying, "Prejudice is a disease of hate. We must attack it the same way we would an illness." She further noted, "Bias stems from fear, from the unsocial behavior of minorities within all groups, and from the need of some individuals for scapegoats."

A Local Intercultural Exchange

It is scarcely necessary to remind ourselves that intercultural exchanges need not be international. A single example of stu-

dent initiative to promote an exchange of students from nearby communities but with very different cultural backgrounds will suffice.

Ingraham High School in Seattle, for example, lies geographically outside of the area where redistricting provided racial balance in the schools. Ingraham, remote from other schools in the city, remained almost 100 percent Caucasian.

On a volunteer basis, with parental approval and with students bearing the cost of transportation, informal exchanges of students were made with Garfield, a school where 80 percent of the students are Negro. Five Ingraham students attend Garfield for 10 weeks while five Garfield students take their places at Ingraham. In addition 30 students from these schools have one-day exchange visits.

The president of the student body explained this exchange and added, "What we hope to do as we go along is to make this program more sophisticated, possibly to the point of having some of these youngsters live right in the city for two or three weeks. In other words, it is a community-to-community understanding we are trying to develop. In addition, we had the PTA's host each other, so that the students who were involved in the exchange, with their parents and other citizens, attended the PTA meeting in the other community."

Student Activities for Civic Education

Fostering International Understanding

EVERY YEAR the sophomore and senior students at the Verde Valley School in Arizona take an extended field trip into Mexico, living with Mexican families and sharing their ways.

Two Seattle students attended a student leadership conference last year in Kobe, Japan. Six Japanese high school students are coming here for a conference next summer.

The Germantown Friends School in Philadelphia annually sends six students to a six-week work camp in Britain.

A few schools have been able to send glee clubs or choirs on overseas concert tours.

And high schools all over the country engage in student exchange programs and in international relations club programs to improve their knowledge and understanding of peoples in other parts of the world. A major trend during the past decade has been a shift from a strictly national viewpoint to a world-wide perspective.

Hydrogen bombs and intercontinental ballistics missiles have impressed some persons with the urgency of "coexistence or no existence." Christian doctrines have long admonished us to love our neighbors, and in the jet age no one doubts that all men are neighbors. Psychologists assure us that the more profound our knowledge of other people, the greater are the possibilities of cooperation with them. And basic human curiosity makes many people eager to know as much as can be learned about their fellow humans. Whatever the motivations, the emphasis on international relations increases, and especially in student activities.

The emphasis on knowing and understanding peoples of other countries does not indicate any lessened interest in our own country or any loss of devotion to American interests and welfare. Instead it is a recognition that our welfare is intimately bound up with the welfare of the rest of the world. Students still salute the flag, recite the pledge of allegiance, and sing "America," "America the Beautiful," and "The Star-Spangled Banner." They also learn that as dear as our national traditions are to us, people of other countries possess beliefs and principles equally important to them.

American Field Service Exchange

One of the most widespread student activities in the field of international relations is the student exchange program sponsored by the American Field Service. Typical of the way this program is administered with maximum student participation is the one at Webster Groves, Missouri. Here the director of guidance is in charge of the program. A student council committee on the American Field Service is in constant contact with the guest student, who incidentally is an ex-officio member of the student council. The student committee also works with the adult committee whose responsibility it is to select the American family with whom the visitor will live. A major responsibility of the student council is raising the $1,200 annually to finance the exchange. A spaghetti dinner followed by an appeal for contributions has become a tradition, well supported by the community and consistently successful in providing the needed funds.

The family selection committee, composed of six mothers, goes to the student council in the spring with its announcement that the time has come to solicit applications from families willing to host next year's exchange visitor. Student council representatives take the message to their homerooms, where they explain the standards and requirements families must meet in order to be considered. From the student responses a list is prepared of potential host families. The list is narrowed to half a dozen families on the basis of information on the application, and these six families are visited and interviewed at length before

a selection is made. In addition to the primary value of affording direct opportunity for inter-cultural experiences, students profit from their experience in directing the program, planning the fund-raising, and sharing with the adult committee the responsibility of the preliminary selection of American host families and American students for study abroad.

Student council representatives discuss in homerooms the type of person who would be a favorable representative of our country and who would generate interest among junior students. Interested students then come to the office and obtain the bulletin of information that describes the program and the requirements in detail. Those who return the initial application blank signed by themselves and by their parents are given another form which requests full information about the student's background, interests, language facility, and other qualifications. The applicant is also asked to write a paper stating why he is interested in the foreign exchange and how he feels he can contribute to better understanding of our country in the host country. The selection committee, which includes the six mothers, the director of guidance, and the junior counselors, considers the information submitted by the applicants, along with their health record compiled in the school clinic, and narrows the field to 10 or 12 candidates who are then scheduled for individual interviews with the committee. On the basis of these interviews the field is narrowed to six candidates; the student council committee is asked to rate these six. The teachers of the six finalists are asked to complete personality rating forms for them. And finally the selection committee has a group interview with all six finalists together, and then selects one finalist to be the school's candidate for the summer program of Americans Abroad and another to be the candidate for the year program.

The major problem in connection with the AFS or other student exchange programs is frequently the question of insuring that the benefits extend to the entire student body. The values of the experience to the participants is generally accepted, as is the benefit to the student leaders, host family, selection committee members, and others immediately involved.

Another problem is to establish more direct contact between

the visiting student and the American student body. Many exchange students are scheduled to the limit for talks to clubs and social groups both in the school and throughout the community, which sometimes imposes a severe strain on these young people, living in a foreign culture and grappling with an academic program which they must master in their second language.

Some schools plan assembly programs at which foreign students from neighboring schools come together to present a variety of cultural offerings for the benefit of the entire student body.

Exchange students to this country are selected as carefully as are the American students who are sent abroad. Consequently our students are frequently impressed, if not awed, by the high caliber and maturity of the foreign students, and especially by the fluency in English which some of them possess. The presence of these exceptionally mature foreign students in our schools has probably had a sobering and wholesome effect on our students.

Students at Webster Groves spoke glowingly of the values of the exchange program:

"First of all it makes you realize that people are basically alike in their attitudes and their emotions. At the same time it makes you realize that cultures are different and that people are brought up with very different backgrounds and environments and this affects them as people."

"Last year I was fortunate because I got to know our German exchange student very well and we both learned to look at things from the other person's point of view, not only politically but basically. He has gone back and is now in charge of the exchange program where he lives. He has told a great many people about America and has changed many misconceptions that people over there have had and I know that he corrected a lot of our misconceptions. So I think this is important in breaking down the barriers between countries because the world we live in today is going a long way towards being unified because of the transportation and instant communication we have. We know so much more about other countries and this affects us much more than it used to, so we can't ignore the other countries and their

problems. I think this getting to know people from other nations helps to further good relations."

"The first thing we get out of this student exchange program is getting to understand the cultural differences, and if there is a prejudice against a certain country, having an exchange student certainly helps to overcome that prejudice."

Overseas Tours

Far less common than this activity of placing one American student in an overseas school or one foreign student in an American school is the practice of taking a large group of students on an extended foreign tour. One reason of course is the problem of financing such a tour. Students, faculty, and parents at the Ingraham High School in Seattle, Washington, solved this and other problems and sent a 52-voice student choir for an extended concert tour of Japan.

Several years ago this school was asked to host the Japanese National Choral Champions from Kobe on their three-day visit to Seattle. This led to an invitation from Kobe for Ingraham High to reciprocate by sending a choral group there.

The Ingraham students did a thorough job of preparing for this experience. The 52 students selected for this trip enrolled for an eight-week summer session of three hours a day of rehearsal with no credit, because they were so impressed with the high quality of the Japanese choral performance that they wanted to do as well. They were also enrolled in the regular choral course with a total of about 90 voices. Furthermore, during the entire year prior to the visit to Japan, the 52 selected students rehearsed two hours daily, again without credit, in order to be prepared to give a superlative performance.

A Japanese counselor at Ingraham High School spent many months instructing the 52 students in the courtesies of Japanese culture. The students learned dozens of polite phrases for every occasion, including not only the publicly used expressions that would be found in a commercial phrase book, but many family courtesies that they might need. The chorus learned several Japanese songs and the Japanese words to a number of western

songs including "The Red River Valley," and some of Stephen Foster's songs, which apparently are very popular in Japan.

The counselor taught 75 phrases ready for instantaneous response, such as polite responses to such greetings as "good morning," "thank you," "my name is," and similar greetings; phrases to use before eating, after returning, and on other occasions. She proudly reported that Japanese oldsters said, "Your youngsters are more polite than ours and your students sing the Japanese songs better than our own students." The students undoubtedly profited by learning to appreciate the fine points of courtesy in the Japanese culture. All learned to use chop sticks so that none ever requested a fork in Japan. Related values to other students included an intensification of interest in Japan and wider horizons for the parents. One student continued correspondence simultaneously with 29 persons in Japan.

The students who traveled to Japan continue to reap benefits from the experience and continue to share their learnings with others. Many students have continued giving talks in social studies classes and elsewhere, often accompanied by slides and displays of objects they acquired in Japan. Immediately following the trip over 200 pen-pal correspondences were initiated. The principal of the Kobe school now sends many Japanese who are visiting the United States to the Ingraham High School, thus continuing the international contacts begun when a Japanese choral group visited this country and the Ingraham chorus returned the visit. Ingraham High School has become a focal point of continuing exchange between the Kobe area and the Seattle area.

Raising the $65,000 necessary to finance the trip to Japan was not easy. The parents of the 52 students selected to go were asked to arrive at a fair figure that each family should contribute. The parents met and agreed that each family should pay $450, which would cover about one-third of the total cost. Another third was raised by donations solicited by the sponsors, and the final $22,000 by various student projects. These included old paper drives, candy sales, Christmas card sales, dances, and dishware parties. This visit is reputed to have been the first

organized visit to Japan by an American high school student group.

International Relations Clubs

Although student exchange programs and overseas tours for choral groups provide dramatic examples of student activities to promote international understanding, it is obviously impractical for all students to engage in these experiences directly. Many students can achieve understandings of other cultures indirectly, through contacts with fellow students who *have* been exchange students and with foreign students assigned to their schools. Many others can broaden their international horizons by active participation in International Relations Clubs.

Many high schools, especially in urban areas, cooperate with permanent regional agencies such as the World Affairs Council which serves 16 high schools in the Philadelphia area. One high school in Philadelphia plans a yearly schedule of activities with the World Affairs Council. The schedule includes six council meetings, six forums, four trips to the United Nations headquarters, three trips to Washington, and a model UN assembly meeting.

At Lebanon, Oregon, the International Relations Club, with a membership of 75 students, feels that its major task is increasing the understanding of other cultures. Of its 30 scheduled activities last year, nine were devoted to presentations by non-Americans. These included students from Ethiopia, Pakistan, Norway, the Netherlands, and five African nations.

Other meetings included a teacher panel, two college symposiums, and a program presented for the local Rotary Club. In addition, these students sponsored an orphan under the Foster Parents Plan, raised money to support the exchange student program, contributed to CARE, maintained an international relations library, and participated in regional and state conferences and a governor's reception on United Nations Day, as well as managing a local awards banquet and an exchange meeting with other clubs.

These activities undoubtedly made some contributions towards

realization of the stated goals of the International Relations Club:

1. Help identify and define the principal issues in current international relations.

2. Acquaint students with a wide variety of resource materials on international topics.

3. Encourage student initiative in studying and discussing international problems.

4. Help students to develop an appreciation for the interpretations that other individuals give to international affairs.

5. Provide among American students a greater degree of empathy for people living in different parts of the world.

6. Facilitate communication and understanding between people living in different parts of the world.

7. Encourage students to take an active part in promoting better understanding of international affairs among more members of their community.

One of the officers of the International Relations Club at Lebanon, offered her candid view of the value of the club meeting: "Some of the student panels are excellent and some of them aren't so good. It just depends on the students themselves. You can get a good panel out of it and a lot of participation; but at other times—you know, it depends on the mood of the club that night, a lot of homework, big assignments for the next day, and whether the panel members are really interested in the topic or whether they're just doing it because they want to participate. Plans for meetings are announced far enough ahead of time that everyone should have enough time to prepare if he is really interested, but there's always a certain percentage—well, you just can't expect enthusiasm from every member. We want all our members and we don't expect 100 percent responsiveness. If they just learn one thing about the relations of our country with the rest of the world, if they just learn the importance of citizen participation in international affairs, then it is worthwhile. They're bound to get something out of it. We have certainly learned a lot about Germany, Ethiopia, and Japan. Those are the countries our exchange students come from. One of our girls went to Germany last year, and when she returned she gave us a very good picture of that country."

International Cuisine

Other clubs extend cultural horizons by the simple device of planning experiences in international eating. One group in Sarasota, Florida, plans a monthly visit to a restaurant featuring a national cuisine. One month it will be an Italian restaurant, another month a Chinese, Spanish, French, or Greek eating place. Restaurant proprietors cooperate by planning typical meals and by offering explanations and extra services to provide authentic atmosphere and background information.

In other clubs, the students themselves prepare meals typical of the culture being studied. At San Carlos, California, the Russian Club stages an annual Russian dinner, attended by the club members and their parents. Members interested in the culinary arts assume responsibility for providing an authentic menu, cooked in Russian style, while other members prepare musical and literary programs descriptive of Russian culture.

There is no end to the variety of activities that can promote interest in and understanding of other peoples and foster international understanding. From stamp collectors' clubs to pen-pal groups, from Esperanto clubs to model UN's, students are engaged in international activities. Often the most effective are the programs the students themselves discover.

Student Activities for Civic Education

Contributing to Intellectual Development

CLUBS, FIELD TRIPS, and other extracurricular activities have frequently been criticized for their trivial quality and their lack of substantive value. Obviously this complaint is often unjustified, and sometimes the very opposite is true. The informal after-school activities can stimulate more intellectual activity than do the regular classes.

A "GREAT BOOKS" PROGRAM

A unique example of this is the Great Books Program at Miami Beach High School, with over 200 students enrolled in voluntary, non-credit groups meeting after school or during their study periods. Eleven teachers and eight community leaders have volunteered to serve as group leaders for these students interested in a genuine intellectual experience. Sets of the Great Books are available in the school library, or they may be purchased by the student.

Plans for next summer include a discussion leaders training course for outstanding junior students to prepare them to take over as seniors in leading group discussions in the school. There is reason to think this plan may succeed if it wins the approval of the Great Books Foundation. In the past when leaders have been absent, students have reported that they have continued without the group leader, with a student assuming responsibility and the group has been successful. These non-credit classes meet every two weeks. There are a number of first-year and

second-year adult groups and one group that offers the fifth-year of the five-year junior series.

While no academic credit is given, the fact of participation in the program is recorded on the student's permanent record, an entry which might be of interest to some college admissions offices.

The special technique of the Great Books program is the careful analysis of the ideas presented in selected classics, without reference to other authorities or other people's interpretations. The goal is to have each participant react to the content of the book being discussed, bringing to the discussion all the understanding and wisdom he possesses, but without the kind of research usually associated with academic scholarship. The ultimate resort is to the judgment of that participant rather than to that of any external authority.

The coordinator of the program has distributed this list of cues to group leaders to help them achieve the Great Books technique of examining ideas:

SOME DO'S AND DON'TS FOR GREAT BOOK LEADERS

1. Use questions only; don't make statements or answer questions.
2. Don't ask too many questions, and keep them short.
3. Ask questions to get the author's ideas expressed.
4. Be a gadfly by probing cautiously the ideas of the author and participants for clarification, defense, consequences, and consistency.
5. Get the author's ideas applied to imaginary situations or current events.
6. Use provocative questions that divide the group into camps of pro's and con's.
7. Don't let the discussion wander from the point.
8. Stop splinter discussions.
9. Redirect the question from the monopolizer and the nonreader.
10. Ask the participant who says, "It's all through the book" for one example.
11. Don't let the group bring in outside information about the author's time and place.
12. Don't let the group attack the character of the author but only his ideas.

13. Don't let the group cite outside authorities.
14. Don't dispute facts; either disregard them or assume they are true and try to find out what they imply about the reading.
15. Get the definitions of important words out of the text, not from the dictionary.
16. Get the group to keep one foot in the text, but not two.
17. Don't introduce or sum-up a discussion.
18. Avoid saying, "I'll tell you where it is."
19. Adjust to your co-leader by listening carefully to where he is going with his questioning.
20. Don't take things for granted.
21. Don't cling too closely to an outline; relax and let the discussion go if it is relevant to the text.
22. Encourage everyone to question one another.
23. Get the group to remember and compare the authors.
24. Keep an open mind; entertain any notion as possible and probe it impartially.
25. Get the group to avoid strong emotions like anger and/or impatience.
26. Show patience and use humor; be leisurely in attitude.
27. Don't fear small silences.
28. Don't take a vote to determine an issue.
29. Ask questions not only about what the author says, but how he says it—his style.
30. Don't reduce the plot of a play to an issue.
31. Get the group to examine closely passages from works of fiction for effect and overtones.
32. Don't stop with an agreement; go on to find out why.
33. Don't try to cover the whole book; cover about four issues, but get the group to look for a while at the book as a whole.
34. Get everyone into the discussion early.

These are the books included in the course: Adam Smith, *The Wealth of Nations*, selections; Toqueville, *Democracy in America*; Marx & Engels, *Communist Manifesto*; Homer, *The Odyssey*; Plato, *Meno*; Aristotle, *Ethics*, selections; Thoreau, *Civil Disobedience, Walden*, selections; Tolstoy, *The Death of Ivan Ilych*; *Declaration of Independence*; Plato, *Apology, Crito*; Sophocles, *Antigone*; Aristotle, *Politics*, Book I; *Lycurgus & Numa*, with a comparison; *The Gospel According to St. Matthew*; Epictetus, *Discourse*, selections; Machiavelli, *The Prince*; Milton, *Areopagitica*; Lucretius, *Of the Nature of Things*, selections; St. Augustine, *Confessions*, selections; Descartes, *Dis-*

course on Method; Hobbes, *Leviathan*, selections; Pascal, *Pensees*, selections; Swift, *Gulliver's Travels*; Rousseau, *On the Origin of Inequality*; Kant, *Perpetual Peace*; Mill, *On Liberty*; Twain, *Adventures of Huckleberry Finn*; *Ecclesiastes*; and Sophocles, *Oedipus Rex*, *Oedipus at Colonus*.

Animated discussions frequently occur, since students are not constrained by the need to please the teacher, to provide an expected response, or to work for a grade.

This program may be of great significance as an indication of the number of students who, given proper encouragement, will volunteer for activities of a strictly intellectual nature. Serious learning need not be confined to formal, graded classes. Learning with others can be just as valuable when some freedom and flexibility is attached to the experience.

Forums

More common than Great Books groups are forum programs such as the "Youth Speaks Out" series at Ithaca, New York. This is an excellent example of the spontaneous cooperation of students and faculty to promote an activity with immediate relevance.

When Cornell students joined a Vietnam protest parade and local newspapers and radio stations were deluged with letters commenting on the demonstration and the news coverage of the event, someone suggested that radio station WTKO broadcast a discussion by students and teachers focused on "the best way for a community to discuss controversial issues."

What resulted was a regular weekly broadcast series titled, "Youth Speaks Out." An informal student meeting is held to discuss the topic before the taping session for the Saturday broadcast. The program provides a strong motivating force to get the students to study current events before participating in the program.

Some of the 15 programs in the first series provide an indication of the range of topics and type of guest invited to this interview program:

1. "How Should a Community Discuss an Issue?"—Round

Table Discussion by 3 teachers and 3 students from De Witt Junior High

2. "Protest March"—Interview with Leo Gangl, Investigator of Vietnam Protest March, and Patricia Griffith, Protest Marcher

3. "Vietnam"—Interview with Douglas Hainline, Young Socialist League (anti-administration policy), Howard Reiter, Young Republicans (pro-administration policy), both Cornell undergraduates

4. "The South: 1965"—Interview with Sister Marie Albert, Sisters of St. Joseph, and Dan Watt, Civil Rights Worker, on Fayette County, Tennessee, Project

Members of many clubs engage in continuous academic work as a regular part of their programs. For instance, at George Washington High School in Philadelphia 40 students were busily preparing for the Saturday meeting of the World Affairs Forum.

The printed announcement of the meeting (which was to feature talks by two persons who had lived at length in Vietnam) included six study questions; these questions occupied the students in their preparation for the meeting:

1. Trace the origin of the commitment of the U.S. to South Vietnam.

2. What are the objectives of U.S. policy in South Vietnam?

3. Describe the official position of South Vietnam.

4. What are the arguments against the current policy of the U.S.?

5. Discuss the arguments pro and con for a number of alternatives to current U.S. policy, excluding the two extreme positions, i.e., of U.S. assumption of complete responsibility for the conduct of the war or complete U.S. withdrawal.

6. What are the essential elements of the U.S. AID program in Vietnam?

Many exciting learning experiences could result from either class work or club work, and it is becoming increasingly difficult to separate the curricular from the extracurricular. For many persons, one of the most promising aspects of the student activity movement is this close and sometimes inseparable relationship with the rest of the school program. This helps the

student to overcome the unfortunate but common belief that whatever is worthwhile is a must; whatever we do for pleasure is trivial.

A Geography Project

The geography project at Darien, Connecticut, began as a class project, but it might as easily have begun in a Current Events Class or an International Relations Class, and it did in fact become a student activity, even though it originated in class.

Ninth-grade Darien students asked a Peace Corps teacher in Ethiopia what he could best use to further his work and help give his Ethiopian students a better education. The Peace Corpsman requested books, especially the textbook *English Today*, so the students in Darien undertook to provide 100 copies of this book. Each student contracted to contribute $1.50, to be earned by the student's own efforts.

One of the major concepts emphasized in this activity is global interdependence. People working in different environments contribute different products, commodities, and cultures to the total life of mankind. The faculty adviser said, "Such appreciation, combined with increased exchange of ideas and learnings, should and will speed the day when the nations of the earth will live in peace with one another. I hope this exchange will help just a little."

In addition to the commitment to ideals, the students gained specific geographical knowledge in a meaningful setting. The correspondence they carried on with the publisher of the books, the Peace Corps headquarters in Eritrea, the Ethiopian Mission to the United Nations, and the various airlines to arrange for shipment of the books involved geography in action. The students also prepared a substantial booklet describing their own town and school, to be shipped with the textbooks. Further cultural exchange took place when the First Secretary of the Ethiopian Mission to the United Nations visited the school and talked with the students. In the course of the negotiations for the purchase of the textbooks a publishing executive became

interested in the project and offered to donate additional volumes for an Ethiopian school library.

Social Studies Seminar

Unmeasurable civic values derive from such activities as the Social Studies Seminar, a voluntary, after-school, student-managed club at West Leyden, Illinois, with a broad social studies scope.

At a recent meeting of this club student teachers from a nearby university described university life, social studies courses, and the importance of study skills. At another meeting members viewed a film version of Hitler's *Mein Kampf*. Still another time the wife of one of the teachers, a native of Mexico, described in human terms the schools of our southern neighbors. One meeting featured a talk by a faculty member who is a refugee from Cuba. Another was devoted to a travelogue on Egypt by another teacher and professional Egyptologist.

The variety of programs and the freedom of participation and expression in club activities make clubs rank high in their potential contributions to civic education. The treasurer of the group said, "The trip our group took to Northern Illinois University to visit the Peace Corps helped me to understand more fully the importance of the Peace Corps."

Summary

IT IS FUTILE to attempt to evaluate specific activities with a view to identifying those that promote civic education. Nearly any wholesome activity is likely to have effects on students that will make them better citizens, for activity itself is a civically desirable state. Activity is natural, and it is especially wholesome at school, as an antidote for the passivity demanded in so many classes.

All genuine activity interests that do not clearly present unwholesome features should be encouraged, at least on a trial basis. If we really believe our professions of the importance of individual differences, we can find no better area to express these convictions than in our promotion of a varied and flexible pattern of student activities, academic and non-academic, formal and informal. Who can say that the student senate contributes more to civic education than the baton twirlers, or the international relations club more than the cooking club or the glee club? Civic education is the cultivation of each student's potential to participate constructively in the community life. The knowledge, analysis, commitment, and action of every student will be different from that of every other student. There are a thousand routes to effective citizenship and student activities should help as many students as possible to find the route that is right for them.